

THE
COMMON SCHOOL JOURNAL
AND
EDUCATIONAL REFORMER.
NEW SERIES.

WM. B. FOWLE, EDITOR.

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THE WANTS OF THE SCHOOLS.

Since we expressed our determination to leave the editorial chair of the Journal, many have expressed their regret, and have assured us that to do so would be a dereliction of duty, just at the moment when the public are awakening to the real condition of the schools, and an independent Journal is more than ever desirable. Several offers and proposals have been made to us, but as they all make it a condition that we shall continue to assume the editorial duty, and the business part of the publication, we have not been moved from our determination. We have given four years to the Journal without any fee or reward, nay, with the certainty of neglect, odium, and great pecuniary loss, from the hostility of those in power and out, whose labors we have felt obliged to criticise, and, in many instances, to condemn. The Journal has been sneered at, and the public warned to beware of it, by the hirelings or sycophants of power, until the teachers, who ought to support it, really suppose it is their worst enemy, and the public, who are ignorant of the real condition of the schools, and suppose them to be all they can be made, look upon the Journal as hostile to their true interests, and deserving of the severest condemnation. We have repeatedly shown that all this is a mistake, no man having had better opportunities of knowing the truth on the subject of

the Free Schools of Massachusetts, and no one having less direct interest in their improvement or continuance.

We published the Journal seven years, while it was in the hands of the late Secretary of the Board of Education, and never received any remuneration for our services, while he received a handsome sum for his, and had the credit of sustaining the loss that fell only on the publishers. When he left the chair, we assumed it, because we believed we could do a good work, and were under a religious obligation to undertake a reform. We have written the greater part of every number of the Journal for four years, but we have not said one half of what we have to say, to show the utter inadequateness of the school system of Massachusetts to meet the wants of the times, and the utter incompetency and inefficiency of the management to which it is subjected. These may seem bold words, but thousands of the most intelligent teachers and citizens know them to be true. Not a word that we have written for four years has been openly contradicted, not a statement has been disproved; nay, no *attempt* has been made to disprove what we have openly asserted in the face of six hundred teachers and six hundred school committees to whom the Journal is sent. The agents and friends of the Board, and the poor teachers who eat the crumbs they let fall, have done all they could to prevent the effect of our disclosures, by assuring the citizens that we are an enemy unworthy of credit, and moved by unworthy motives, but still we feel assured that our words have not all fallen upon stony ground, and that we shall yet live to see a rich harvest of reform.

We have published a few of the letters of encouragement that the notice of our intention to withdraw has called forth. We have many others, but have not room for them. We can not forbear, however, to publish one more, because it comes from an entire stranger, who can have no other motive for writing to us, than a conscientious sense of duty, arising from actual experience and long observation. When such men come forward in this way, the public may feel assured that something is unsound. We give the letter that enclosed the communication, and we wish we were at liberty to give the name. If the Board will not move in a reform, the committees must lift the schools from below in spite of them.

MR. WILLIAM B. FOWLE,—

Dear Sir,—Having taken your Journal and paid for it, for two years, and having also read it, I should be glad to patronize it still. For, though it does not seem to be popular in high places, it conveys to its readers many very wholesome truths. You have suggested some principles, which, though now unpopular, must be adopted and acted upon, before any great, substantial

improvement will be made, either in the management or instruction of Common Schools. I should be glad to aid in keeping the discussion of these principles before the community at large till they shall adopt them, and they are carried out in practice, but, at present, I do not know how to help you, unless I can do it by writing for your Journal occasionally.

I am a poor Minister of the Gospel, and have spent the greater portion of thirty years in the labors of a Home Missionary among feeble churches, or where there were no churches. I have received my daily bread, but have not laid up much, if indeed, any thing, as a part of the fruit of my labor to serve in case of being unable to labor; I have also had feeble health for several years. At present, health is feeble, and I am out of employment, having been compelled to close my labor here for want of adequate support, and I shall probably remove to some other place in a few weeks, or months at most. If I can help, by the use of my pen, to promote the cause for which you are laboring, I should be glad to do it. I have labored in the cause of education and of the Gospel for more than thirty years, a good portion of the time with a common share of popularity as a preacher, and as a teacher when engaged in that calling, but without pecuniary profit, and I am willing to do so still, and will, therefore, fill the rest of this sheet with a few thoughts on Common Schools &c., which you may use as you please.

Yours, with due respect,

T. W. D.

MR. F.,—The time has nearly arrived for the opening of the Common Schools throughout New England, and every well-wisher of children, and every one who desires the intellectual or moral prosperity of his country, can not but wish them to be managed in the best possible way, to accomplish these great objects. Every parent worthy of the name, must realize in some good measure his obligation to seek the greatest good of his child. These obligations are too manifest to be overlooked by any. But the best way to fulfil them is not so obvious. All judicious parents and wise legislators feel this, and have long felt it. Laws have been enacted, and repealed, or changed from time to time; various requirements relative to the qualifications of teachers have been made; different methods of instructing and governing the schools have been suggested and tried, and yet, so far as I have been able to ascertain, (and I have served as one of the town committee many years, where the laws require committees; and where they have required one superintendent I have served in that office,) *there appears to have been but little advance made in forming thorough scholars, for the last thirty years, and I have not been*

able to see any improvement in the moral influence of the schools. Many more branches have been introduced into them, and some improvement has been made in the method of teaching some of them, but I have found teachers very well acquainted with algebra, who were almost entirely ignorant of the first principles of reading and spelling, and very superficially acquainted with almost every branch they were expected to teach. This, with some other evils which I will not now name, can not be remedied by the operation of any law now in existence in any State. Town or county superintendents may refuse certificates to such candidates as are deficient in a knowledge of the elements of the branches required, if they themselves understand them, and they ought to do it, and in this way the qualifications of teachers would be raised. But in this case, many districts would be obliged to raise the wages, or have no school. Even if our school laws were perfect, and the best system of instruction that wisdom can devise were in operation, and teachers possessed the highest attainable qualifications, all may be rendered powerless and useless unless parents and guardians perform their part. If no moral principle is impressed on the minds of children at home, the seed can not be made to take root in school. In respect to intellectual cultivation, irregular and slothful attendance at the best regulated and most efficient school, will render it superficial. For, to use the words of another, "Instruction is a whole, not formed of loose, incoherent parts, but a web, the continuity of every thread of which is necessary to the usefulness of the fabric. No part of this can be neglected without serious injury to the whole. One thread broken can never be again mended, and the scholar may finish his course without his defects being perceived. But when this defective education is brought to the test of actual service, its insufficiency is apparent."

This deficiency is often charged upon the system, or the teacher, when it actually rests on the parent or guardian. An absence of half a day, and sometimes of half an hour, is of serious consequence; a recitation is lost, an important explanation is missed, a link in the chain is broken, and the whole course is spoiled. Sometimes the scholar perceives himself falling behind his class, becomes discouraged, and ceases to make the effort he might. This will almost always be the case if such absences occur once, twice or thrice, weekly. Besides, the method is broken up, the vital principle of a successful school is violated. I think there is much room for the improvement of the general system of Common Schools. But more light is needed in the community on this subject, and much time must pass before these schools will be made as good as they may be. Therefore, the present duty of school committees and parents is, to procure the best teachers and conveniences they

can; to see that their children attend school daily and seasonably, and are furnished with proper books and apparatus. Visit the schools often, consult with the teachers, understand the rules of the school, and require all the scholars strictly to observe them.

T. W. D.

COMMON SCHOOL MISSIONARIES.

What the Common Schools of Massachusetts most need, at the present moment, — what indeed they are hungering, starving, dying for want of, — is a set of missionaries, men who understand the Divine intention respecting these schools, and who, with their lives in their hands, as the saying is, will go from school-room to school-room and show the teachers how to teach. It is not so much a set of men, greater or smaller, who shall go about and give learned lectures, here and there, and introduce improved books or apparatus, or “systems,” whether of their own invention or of somebody’s else; though even these may have their use and influence. It is men, rather, who love the school-room, love children, know their wants and their difficulties, and how to supply the one and aid them in overcoming the other.

Much of this might be done, I grant, in Normal Schools, were these schools what they should be. And such, it seems to me, was their original intention, as it certainly is their legitimate one. But this, I say, they have failed to do. It has been my duty to examine many teachers from the Normal Schools, and to visit and watch them in their progress, and truth compels me to say, that I have been continually disappointed in my expectations concerning them. I have been disappointed in their qualifications. I have expected them to know more than they do. Then I have been still more painfully disappointed at the school-room. That there are excellent teachers who have been at the Normal Schools, I admit; but I seriously doubt whether these schools have made them so. It is quite possible, indeed, that they have, in a slight degree, served to polish and improve them; though, in some cases, as I think, they have served rather to bewilder them. If a teacher has been a few years engaged in his blessed work, is devoted to it for life, and is feeling conscious of his own need of improvement, and in these circumstances, goes to the Normal School a few years, even as it now is, he must be a blockhead indeed, if he does not suffer it, in some respects at least, to benefit him. But, without these preliminaries, no one, I am sure, is very likely

to be made a teacher by them. Some of the worst teachers in the commonwealth, at the present time, are continually making it their boast that they come from the orthodoxy of "Normality."

I have, indeed, much hope of the Normal School, — just as I have of the family and the church, — though not in its present form. But I have still larger hope of missionaries to our schools. It is now nearly twenty years since I advocated this course in an address at a meeting of the American Lyceum, at Hartford, Conn., which address was published in the *Annals of Education*, as well as otherwise, and the suggestions it contained were, by many, deemed important. But I have done more, I have "suited the action to the word," and for a longer period than twenty years, have made myself, a part of the time, such a missionary as is there indicated. In this capacity, I have visited more school-rooms, and given out more practical hints by doing something that taught an important lesson, than any other individual in the United States, — and I have almost always found my visits acceptable. I have just now finished a tour among the schools of Abington. Here I have seen twenty school-rooms, given nineteen practical lectures, and instructed many classes in what I regard as improved methods. And one principal reason why I do not perform three times or even six times as much of this kind of missionary work as I do, is, because I have a family to support by my labors, and am compelled to work part of the time at something that will give me a pecuniary compensation.

Those who do not misconstrue my object in making the statements of the last paragraph, may be curious to know what I would do in our schools, as a missionary, if I had the opportunity. But it is easier to show them, if they will go with me to the school-room, as many have already done, than to satisfy their inquiries on paper. There is, however, no mysticism about it. It is merely the application of a little common sense. It is not so much by doing any one great, or new, or strange thing, as by doing the multitude of little things, that go to make up a district school, in a proper manner.

Suppose, for example, a long class of scholars, — a row of ten, fifteen, or twenty, — is engaged in a reading lesson. That lesson is, we will still suppose, well selected, by a judicious teacher, from a judicious author or compiler. The article to be read is broken into fragments of about the usual length. The first scholar reads his paragraph, or rather says over his words, for, as he is too young to enter into the spirit of the author, he cannot be expected to *read* well. The true way, after all, is to have children make their own reading lessons. He cannot be expected, by any who are reasonable, to comply with the oft

repeated injunction, "Read as you talk," for he would never talk any such thing as is contained in his lesson. The most he can do, in this direction, is, parrot-like, to imitate his teacher. But this, even, is not attempted. He says over the words of his paragraph as well as he can, and as quickly as he can, and sits down. The next follows him, and then the next, and so on, till all have "read," at least once. The exercise consumes some twelve, fifteen, or twenty minutes; and as I have known it, half an hour.

Now, the first scholar, as I said before, having done his part, sits down. If there are twelve scholars in the class, and he has consumed his twelfth part of the time, he may be idle the rest of the time. This, I know is not intended, nor is it in accordance with the teacher's theory,—but, as a general rule, it amounts to this. The direction is, "Look on, while the rest read *their* paragraphs," but how few do this! They have not patience to do it. It were work to them much more tedious than it would be to us to follow, through all its windings, the ten hour speech of a modern congressional orator. On the contrary, the mind, if not the eyes, wanders. And so it is with the other scholars, as well as the one at the head. Eleven-twelfths of the whole time is practically wasted, and only one-twelfth is of any practical benefit; to say nothing of the bad habits which are either formed or strengthened.

To break up this condition of things, or at least to set the teacher to thinking, I sometimes ask permission to amuse the class, by some old-fashioned exercises, as I choose to call them, of thirty or forty years ago. Thus, I require the first scholar to read one word only, the next another, the third another, and so on through the class; and to make it, if possible, so closely connected that it may appear like the reading of one person. *Now* they are *obliged to overlook each other*. *Now* they are all *employed*. Otherwise they could not go on. *Now*, in practice, and in reality, *all* read the whole time.

When they have run through the class, in this way, a few times, I ask them to read *two* words each; then after a little while, *three*. Then, perhaps, I ask each scholar to read to a pause, to the end of a line in poetry and prose, &c. At first, for the sake of gaining attention, and to make the thing interesting, I say nothing about inflection, emphasis, cadence, or pauses, but, afterward, I ask them to observe the pauses when they find them at their stopping-place; to regard cadence, &c., &c.

This is a single example,—a very ordinary one,—of what a school missionary might do, in the way of throwing out hints to teachers, without giving offence, by wounding their self-esteem,

and thus defeating his great object. Such missionaries, however, might go forth clothed with a little brief authority. I once went out on a mission of four or five months, in the State of Connecticut, with a recommendation signed by nearly every distinguished citizen of Hartford, not excepting Hartford's own sweet poetess, Mrs. Sigourney. With such a license to preach an important part of the blessed gospel, every difficulty in the minds of timid or suspicious teachers was at once removed. But he, whose zeal is tempered by kindness and love, and a long and intimate acquaintance with the workings of human nature, may do almost as much without a formal license from man, as with it. His license is from a higher source.

I have said that our pupils should make their own reading lessons. This statement, to many parents, and a few teachers, will have little meaning without explanation.

Suppose, then, the missionary has obtained leave from the teacher to amuse the children of a certain class, for a few minutes, by exercises of his own. He asks them to take their slates, and write down, at his dictation, certain words. He may give to the whole class the same word, or to each a different one. Or he may give to each scholar a short list of words. These, having been written down on their slates, are to be incorporated or framed into sentences. The exercise, thus far, will not be new to every teacher, but we shall come soon to the application.

Thus, suppose the words given out are *apple, pine, lion, New York*. They will incorporate them variously, according to the workings of their own minds. Among the sentences thus formed will be, perhaps, "A sweet apple is better than a sour one." "I have seen a pine tree more than a hundred feet high." "The lion is called the king of the forest." "New York already contains more than half a million of inhabitants. It is the largest city in the United States."

The simple object is to have these sentences written down, so that they, themselves, can read them. Whether, at first, they punctuate them, is a matter of less consequence. One thing, as a general rule, is certain,—that they who make these sentences, will understand them, and can, therefore, properly read them. And this they should be required to do.

Now, will any one doubt which will be most likely to be read well, i. e., with a due regard to emphasis, cadence, &c., by young pupils, or even by those who are somewhat advanced,—such sentences as these, or paragraphs of the same length, extracted from Pitt's or Webster's speeches, displayed on the pages of a very wise school book? If he does, let him repeat the experiment a few times, and his doubts will disappear.

In this and similar ways, and in some which are quite dissimilar, may children of every age be made to form their own reading lessons. I do not say they should always do so, and this at every age. All I mean, now, to affirm, is, that a wise and skilful missionary may, in fifteen minutes, leave an impression on any teacher's mind, who is fit to be a teacher, which he can never remove; but which will be as good seed sown, destined to spring up and bring forth fruit, "some thirty, some sixty, and some a hundred fold."

It is hardly necessary that I should point out, in this connection, the excellencies of this method, over and above the fact that it is the best,—I had almost said the only,—method of teaching the mere art of reading. I will only say that it *employs* the pupil; that it teaches him to *spell*; that it teaches him the *meaning of words*; that it is an excellent stepping-stone to the *art of composition*; that it is a *preparative to English grammar*; and that the teacher may, in this way, *delegate a part of his task*, from time to time, to *suitable monitors*, who will thus at once water others and be themselves watered.

These are mere hints. To speak of *all* the benefits likely to be secured by this and similar novelties and anti-monotonies, would be to extend my remarks too far, for a single article. But I do most ardently and prayerfully hope that God will send forth suitable laborers—if the commonwealth will not do it—into a field which is ripe, and long has been so, for a glorious harvest. When shall we begin to expend a tithe of the money and energy, which we now expend on the political and sectarian warfare of the day to little or no purpose, in making our children what they might be. When will it begin to be realized that neither our quadrannual nor our annual elections of what are called rulers, are worth much thought or effort, so long as the millions of those who really rule the nation are overlooked or trifled with, and the day of small things despised?

We send some half a million of dollars to other lands, to convert the inhabitants of those lands to what we call christianity. Perhaps we mean well by doing so. But we spend, at the same time, a hundred millions,—i. e. two hundred times the same sum,—on indulgences which are making us heathens at home, notwithstanding all our claims to a better name. But the mere *one-half* of the half million of dollars we spend on foreign heathen, or even *one fourth* of this sum would support a company of Common School Missionaries, were they to be obtained, and "in heavenly armor clad," that might redeem our schools from the ruins of the fall, and raise up a generation to the praise of God and humanity.

WM. A. ALCOTT.

West Newton, November 8, 1852.

BEGINNING AT THE RIGHT END.

Annual Report of the Boston Society for the Prevention of Pauperism, October 1, 1852.

We are glad to see by this Report, which is the seventeenth, that this important Society is not only active, but full of hope. It can not be denied that a shade of doubt seems to hang over the operations of most Benevolent Societies, which propose to give regular supplies to the needy, without any guarantee for their making every possible exertion to supply their own wants. No doubt there are many destitute persons who never can take care of themselves, and it would be better for the Societies often to be imposed upon than for these helpless ones to suffer, yet, we can not but look with less alloyed pleasure upon the operations of a society whose charity can not be perverted, and whose aid is calculated to render further aid unnecessary.

The main object of this society is to provide employment for those who are willing to work, and no doubt this class of persons is a large one, for we have rarely found a *real sufferer* who was not willing to work, though we often meet with those who know not what to do. It is clearly the duty and the interest of government to take care of those who are able to work, but are unwilling to do so, and it will not be many years, before this duty will be recognized and acted upon as the truest wisdom and the kindest charity. The law authorizing the compulsory education of truants and vagrant children will introduce a general law, and the State will ere long confess its sins of omission, and commence a course of Prevention that will save, in prisons, almshouses, and other similar means of punishment, far more than it will need to expend in rendering them unnecessary.

The Report is interesting for the facts, information and hints it contains. It bears testimony to the enormous evils arising from the sale of intoxicating liquors, and justly considers this the root and most fruitful source of pauperism. Men may prate about personal liberty and natural rights, and call every law that prevents the sale of spirits an invasion of them, but, ere long, men of common humanity and very moderate intellect will confess, that no one is at liberty to injure himself, or has any right to do wrong.

The next cause of pauperism mentioned in the Report is Immigration. It is a strange circumstance in the history of civilization, that one great and powerful nation should allow another, claiming to be more powerful, to send millions of its poorest and most useless subjects to these shores, with the absolute certainty that these corrupt, ignorant, bigoted outcasts must very extensively reduce

our standard of manners, morals, intelligence, order and religion, and check the onward and upward progress of the nation for at least one generation. A sacrifice of this sort, for charity, would be a glorious work, but it should be surrounded by safeguards to prevent the evils we now feel and fear. As it is, the admission of paupers, and criminals, and ignorant and debased millions to all the rights of citizens, without any conditions that touch their character, is one of the most suicidal operations on record. But, railroads and other public works are more important than public morals; and voters who will do as they are bidden are better citizens than those who are made independent by intelligence. The only chance for salvation lies, not in the virtue or the knowledge of our boastful people, but in the course of Providence, which may turn the tide of immigration in some other direction, or may enable the wretched fugitives to establish an independent government at home, or to obtain the privileges of freemen under the government that has so long oppressed them.

The great question of immigration lies with the general government, and it is amusing to see the unconcern with which it introduces these wretched foreigners, without making any provision for their education or maintenance. The cities or towns, where they happen to land, must receive them, and support them, and the State must remunerate the towns. We have never heard on what ground, but we should like to hear one reason why, if the State must remunerate the towns, the Union should not remunerate the States. The State has nothing to do with the process of making them citizens, and the process makes them citizens of the United States, and not of any particular State; but we do not know that any State has presented a claim for money expended in supporting these *protégés* of the Union, or that the Union has offered voluntarily to remunerate the States for the injury done them by reducing the standard of their morals and intelligence.

The Report tells us that the State of Massachusetts is erecting several Almshouses for State paupers. The Legislature that made the grant should also have instructed our Representatives to lay the bills before Congress, and demand payment for them.

We commend the Society to the good will and patronage of the community, and we rejoice in it as one branch of the reformed system of *education* whose claims we have so long advocated.

You may glean knowledge by reading, but you must separate the chaff from the wheat by thinking.

HUMAN PHYSIOLOGY.

It is a singular fact that this branch of Natural History was the last introduced into our schools, although there can be no doubt that it ought to have been the first. It is well to study the rocks and understand the form and substance of minerals; it is pleasing to study the form and other characteristics of plants; it is interesting to study the structure and habits of the lower animals; but it is better to know something of ourselves, our own structure, and the laws of our being. When half our race are dying before they are ten years old, through debility, sickness and inattention to the natural laws, it seems as if it was high time to spread some information on the subject. The probability is, that not one in a hundred of the lower animals dies before coming to maturity, unless killed by violence, and what a dreadful comment is this upon human knowledge. Surely God never designed such a destruction of his noblest work, and there can be no doubt that somebody will be held responsible for it.

Impressed with the importance of imparting some knowledge on this subject to the young, we prepared a book on the subject a year or two ago, and illustrated it by a series of plates beautifully drawn and colored, on a larger scale than any that had been prepared, and, as we think, better fitted to impart the kind of instruction needed in our schools. In our book, the principles of physiology are applied to every day life, and Common School instruction. We do not own or publish the Series of Diagrams alluded to, but we shall be happy to see them in the schools.*

One word in regard to the method of teaching this subject. It is common for the teacher to give the children a certain number of pages to learn, without much or any explanation or illustration. As the children do not understand the lesson, they think the easiest way is to commit the whole or certain parts to memory, which is equivalent to wasting their time; for, words disconnected from ideas, cannot long be retained in any mind, old or young, and are mere lumber there. We do not think a set lesson necessary at first, but should recommend to the teacher to hang the large Diagram before the class, as he would a map of the United States, and then point out some of the leading features upon it, giving the names, form, uses, &c. of each, and accompanying the information with such advice as may be useful and intelligible to the child. Suppose, for instance, he should hang before the class, or, what is better, before the whole school, our splendid Diagram of the Heart

* They are published by L. N. Ide, Bookseller, Boston; price \$5 for eight Plates on Cloth, with the Explanatory Treatise, which renders other books unnecessary.

and Lungs ; — he could show the position of the heart, and the difference between the veins and arteries, which are beautifully colored. Then he could show the connection between the Heart and Lungs, and between the Lungs and the Atmosphere. A general idea of the Circulation can be given, the effect of the air upon the blood can be described, the importance of breathing pure air, and of giving full play to the Lungs may be shown ; and, to interest the children, they may be asked to sound a note as long as they can, or in some other harmless way to use their voices. It would not take fifteen minutes to do all this, and such a lesson may be repeated until the children can tell the story as well as the teacher. No time is lost, no health wasted in learning such a lesson, and yet the child will know more about the Heart and Lungs than if he had committed a whole volume on Circulation and Respiration to memory.

We do not recollect to have seen an English Translation of Molière's "Physician in spite of Himself," but we think that the picture he exhibited of popular ignorance on this subject, two hundred years ago, is as true at this moment. We will give a part of a scene where a rustic, being compelled to prescribe for a young lady who was pretending to have lost her voice, is brought into the presence of his patient.

FATHER, DAUGHTER, AND RUSTIC.

Rustic.—Well, what is the matter with you ?

Daughter.—(*Pointing at her tongue.*) Han, hi, hoo, how, han, hi, hon.

R.—What ?

D.—Han, hi, hon.

R.—What the deuce does that mean ?

Father.—That is the trouble, sir. She has become unaccountably dumb, and this circumstance has delayed her marriage ; for, he whom she is to marry wishes her to be cured first.

R.—What a fool ! I wish my wife had the same disease, I would take care not to let any one cure *her*. Does the disease trouble her much ?

F.—Yes, dreadfully.

R.—So much the better. Does she suffer much pain ?

F.—Shocking pain.

R.—That's right. (*To the daughter.*) Give me your hand. (*To the father.*) Her pulse indicates that she is dumb.

F.—Yes, that's the trouble. You have hit it the first time.

R.—Ay, ay. We doctors know things at once. An ignomineux would have been embarrassed, and you would have been

told this thing, and that thing, but I come to the point at once, and tell you that your daughter is dumb.

F.—Yes, but I should like to have you tell me how she came so.

R.—Nothing is more easy. It comes from her having lost her voice.

F.—Very well, but what made her lose her voice?

R.—All our best authors will tell you that it arose from some obstruction in the action of the tongue.

F.—What can the obstruction be?

R.—Aristotle, on this subject, says — some very fine things.

F.—I dare say he does.

R.—O, he was a great man, that Aristotle.

F.—No doubt.

R.—A great man, every inch of him; a Goliath of a man. But to return to our reasoning. I hold that this hindrance or obstruction to the action of the tongue, is caused by certain humors, which we knowing ones call peccant humors, that is to say, humors peccant, not unlike vapors, formed by the exhalations of influences, which rise from the region of diseases, coming, if I may so say, — to —. Do you understand Latin?

F.—Not a word.

R.—You don't understand Latin!

F.—No, not a syllable of it.

R.—*Cadricias arci-thurum, catalamus, singulariter nominativo, hæc musa, bonus, bona, bonum. Deus sanctus, nostrum panem quotidianum, etiam, quiry query quory substantivo concordat in generi numerum et casus.*

F.—Gracious! why did n't I study Latin!

R.—So these vapors, of which I spoke, passing from the left side, where the liver is, to the right side, where the heart lies, it happens that the lung, which we call *ramram* in Latin, having communication with the brain, which we call *masmas* in Greek,—do you understand Greek?

F.—Not a syllable of it. I wish I did.

R.—No matter. The vapors I spoke of fill the ventricles of the breast-bone — and —. Now understand the chain of reasoning, I beseech you, because the vapors have a certain malignity, — that — you understand me — that is caused by the aforesaid humors, so that *ossabundus, nequa, nequam, quipsa milus*, and that's all the trouble with your daughter.

F.—That seems to be clear enough, only I don't understand about the place of the heart and liver. It seems to me you have placed them wrong, and the heart is on the left side and the liver on the right.

R.—It used to be so, but we have changed all that, and now administer accordingly.

F.—I did n't know that, and must beg pardon for my ignorance.

R.—There is no harm done. You are not expected to know such matters.

F.—Just so. But, sir, what do you think must be done?

R.—What do I think must be done?

F.—Yes.

R.—My advice is to send her to bed, and give her a little toast dipped in gin and water.

F.—What for, sir?

R.—Because there is in the toast and gin, when united, a certain sympathetic virtue which makes one talk. You know they never give anything else to parrots, and they learn to speak by eating it.

F.—That's true. O what a man! Here, servants! servants! Bring some bread and gin! (*He goes out.*)

R.—That heart on the right side was a sad mistake! I must stick to my Latin, and then he will never discover my blunders.

READING. — FAMILIAR DIALOGUES.

We hope the attention of Committees will be called to this important part of education. We believe there is but one way to teach Reading effectually to children, and this is, *by reading to them and with them and requiring them to read freely and naturally.* Any attempt to make children good readers, by requiring them to study or practice any system of rhetorical reading is a waste of time. Committees are generally very bad readers, and, of course, are not qualified to examine teachers in this department; we say "of course," because we believe it is with reading as with every other art, in which the skilled only are competent judges. We have rarely found five good readers in any Institute of a hundred teachers, but in every Institute we have found numbers who did not enunciate the letters distinctly, who mumbled or clipped the words, and who gave no effect to the sentiment.

The best exercise to bring out good reading is familiar dialogues or colloquial compositions. Ten years or more ago, we published a volume of such dialogues, and we believe it has done more good than all the treatises on elocution that have been published for the use of schools; not from any merit in the compositions, but from the excitement which naturally accompanies such reading. We have another volume of New, Original, Familiar Dialogues, in manu-

script, and ready for the press, and, if we publish it, we have no doubt it will prove as useful as its predecessor. But, making books and editing Journals have impoverished us, and we have almost foresworn printing any thing on our own account. If we could get five hundred subscribers at fifty cents a copy, we would run the risk. Ten thriving academies could furnish the requisite number, and have a large stock of fresh materials for reading and recitation during the ensuing Winter. Who will benefit themselves and us by commanding the book to be printed?

NOTICE.

The Bills for the Journal, up to the close of the present Volume, in the *New England States* and *New York*, have been sold to A. Pease, of this City, who will present them for payment. All who may owe, in other States, are *requested to make immediate remittance to us*. It is hoped that the bills due in the other States will be cancelled, without delay, that we may not be obliged to sacrifice them also.

SCHOOL MELODIES.

We presume it is too late in the day for an argument on the utility of introducing Music into our common and private schools, but, at any rate, it is our duty to say, that our Publisher has just printed a new little book for schools, entitled "SCHOOL MELODIES; containing a Choice Collection of Popular Airs, with Original and Appropriate Words, composed expressly for the use of Schools, by J. W. GREENE." As the Committees may not know the author, we are happy to say that he is a practical teacher, and a very successful one, in other branches as well as in Music.

NOTICE.

We have entire sets of the Journal, bound, in 13 vols.; price, \$16. We have no single numbers of the first ten volumes, and but few numbers of any subsequent volume.—Price of single numbers, 5 cts. Our translation of Dr. Wallis's Grammar, the first and best English Grammar ever published, will be sent by mail, free of postage, for 20 cts.

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